

Texas Writing Pilot Program Rubric 2016–2017

Score Point 4 (Accomplished): The response will contain most of the following characteristics.

Organizational Structure and Focus	Content/Development of Ideas	Use of Language	Conventions
<ul style="list-style-type: none"> • Structure is clearly appropriate to the purpose. • The writer establishes and maintains a strong focus. • Strong, meaningful transitions and idea-to-idea, sentence-to-sentence, and paragraph-to-paragraph connections are clearly evident. 	<ul style="list-style-type: none"> • Specific, well chosen, and relevant details are clearly evident. • Ideas are clearly, thoughtfully, and effectively expressed and developed. 	<ul style="list-style-type: none"> • Language and word choice are purposeful, precise, and enhance the writing. • Sentences are purposeful, well-constructed, and controlled. • Use of an authentic, expressive voice is clearly reflected throughout the writing. 	<ul style="list-style-type: none"> • Although minor errors may be evident, they do not detract from the fluency or clarity of the writing. • Use of grade-appropriate spelling, capitalization, punctuation, grammar, and usage conventions is consistently demonstrated.

Score Point 3 (Satisfactory): The response will contain most of the following characteristics.

Organizational Structure and Focus	Content/Development of Ideas	Use of Language	Conventions
<ul style="list-style-type: none"> • Structure is, for the most part, appropriate to the purpose. • The writer, for the most part, establishes and maintains focus. • Sufficient use of transitions and idea-to-idea, sentence-to-sentence, and paragraph-to-paragraph connections is somewhat evident. 	<ul style="list-style-type: none"> • Specific, appropriate, and relevant details are somewhat evident. • Ideas are sufficiently expressed and developed. 	<ul style="list-style-type: none"> • Language and word choice are, for the most part, clear, concise, and somewhat enhance the writing. • Sentences are somewhat purposeful and adequately constructed and controlled. • Authentic voice is somewhat evident and appropriately reflected throughout the writing. 	<ul style="list-style-type: none"> • Minor errors create some disruption in the fluency or clarity of the writing. • Use of grade-appropriate spelling, capitalization, punctuation, grammar, and usage conventions is adequately demonstrated.

Score Point 2 (Basic): The response will contain most of the following characteristics.

Organizational Structure and Focus	Content/Development of Ideas	Use of Language	Conventions
<ul style="list-style-type: none"> • Structure is evident but may not always be appropriate to the purpose. • The writer does not effectively establish or maintain focus and may include irrelevant information. • Use of transitions, idea-to-idea, sentence-to-sentence, and paragraph-to-paragraph connections is minimal or inconsistent. 	<ul style="list-style-type: none"> • Specific and relevant details are too brief, too vague, or are not clearly evident. • Ideas are minimally expressed and developed. 	<ul style="list-style-type: none"> • Language and word choice are general, imprecise, or inappropriate and do not sufficiently enhance the writing. • Sentences are awkward or only somewhat controlled. • Authentic voice is inconsistent throughout the writing. 	<ul style="list-style-type: none"> • Distracting errors create moderate disruptions in the fluency or clarity of the writing. • Use of grade-appropriate spelling, capitalization, punctuation, grammar, and usage conventions is partially demonstrated.

Score Point 1 (Very Limited): The response will contain most of the following characteristics.

Organizational Structure and Focus	Content/Development of Ideas	Use of Language	Conventions
<ul style="list-style-type: none"> • Structure is inappropriate to the purpose. • Focus is not established or maintained. • Transitions, idea-to-idea, sentence-to-sentence, and paragraph-to-paragraph connections are not evident. 	<ul style="list-style-type: none"> • Details are inappropriate or missing. • Ideas are missing or not expressed or developed. 	<ul style="list-style-type: none"> • Language and word choice is limited or missing and does not enhance the writing. • Sentences are simplistic or uncontrolled. • Authentic voice is missing or inappropriate to the writing task. 	<ul style="list-style-type: none"> • Serious and persistent errors create disruptions in the fluency or clarity of the writing. • Little to no use of grade-appropriate spelling, capitalization, punctuation, grammar, and usage conventions is demonstrated.